

Inclusion, Diversity, Equity, Accessibility and Sustainability Grant Recipients

Community Engagement and Experiential Education

Rebecca Collins-Nelsen – “Attending to Power in Inquiry and Community-based Learning”

Collaborators: Sandeep Raha and Julie Gouweloos



CMTYENGA 2MC3 introduces students to the principles of inquiry-based learning and community engagement so that they can apply these skills through student-developed workshops with children and youth affiliated with the McMaster Children and Youth University (MCYU). While individual instructors have demonstrated their commitment to equity, diversity, and inclusion (EDI) practices by ensuring that students learn about how complex intersecting power dynamics shape the teaching and learning process prior to engaging with the wider Hamilton community; to date, this commitment is the responsibility of individual instructors rather than being woven into the fabric of the course. The project we propose here aims to institutionalize this commitment to EDI. Specifically, we propose a two-phase project: phase one involves conducting a thorough review of the literature on inquiry-based learning and social justice pedagogy; phase two involves rooting the insights garnered from phase one into the foundation of the course.

Health Sciences

Michelle Phoenix – “Identifying and addressing bias in online health-related problem-based tutorials”

Collaborators: Justine Hamilton, Deidre Sperry



In problem-based tutorials, groups of speech-language pathology (SLP) students work in an online environment with a community SLP tutor to explore the curriculum via discussion and research around health-care problems. In this project, students, faculty, and community SLP tutors will collaborate to:1. Examine the health-care problems used in the SLP problem-based tutorials to reflect on the identity of individuals who are represented and make revisions to ensure that students have an opportunity to explore diverse populations. Students will use the health-care problems to develop skills in critical reflexivity, cultural humility, and culturally sensitive practice.2. Identify resources for students and faculty to advance their own skills in

examining bias, privilege, and impact on care.3. Identify and apply pedagogical literature to promote culturally safe educational spaces and practices as students engage in group learning and challenging reflection and dialogue. Phase two involves rooting the insights garnered from phase one into the foundation of the course.

Humanities

Magda Stroinska – “Making the Language and Aging course age-friendly”

Collaborators: Carla Weigel



McMaster University aspires to be an age-friendly environment. Online teaching creates an excellent opportunity to attract seniors; however, seniors may have difficulty understanding the instructor and reluctant to ask for repetitions. Addressing the needs of seniors is feasible, simultaneously benefitting other populations, including the hard of hearing and non-native speakers. I am currently proposing a new INSPIRE course for the 2021 Spring and Summer session entitled, Language and Aging. Topics include: neurolinguistic and psycholinguistic aspects of (healthy) aging, 2nd language loss, memory impairments, dementia and Alzheimer’s disease, elderly stereotypes, how to talk to the elderly, the importance of emotional communication, impact of music, etc. The MacPherson grant would make this course age-friendly and accessible to people with comprehension issues. The course would have short, captioned, pre-recorded lectures and class discussions. A HOW-TO module will outline online course features, presented in an age-friendly format that other courses could use.

Humanities

Danielle Taschereau Mamers – “Diversifying the Anthropocene”



Much writing about the Anthropocene examines human-induced changes to our planet’s ecosystems from a universalizing perspective. Such perspectives fail to recognize that the catastrophic impacts of the Anthropocene are unequally created and inequitably distributed. “Diversifying the Anthropocene” will bring experts into the classroom whose scholarly and artistic works engage the ways race, gender, sexuality, class, and species profoundly affect the varying exposures and vulnerabilities of different communities and geographies to climate change and other impacts of human-induced planetary changes. This project will invite leading

Black and Indigenous scholars of the Anthropocene into the classroom, creating opportunities for students to hone their critical skills and develop a multi-lens understanding of decolonial and anti-racist responses to climate catastrophe. This project will follow decolonial critical and creative knowledge of BIPOC communities. This project exemplifies the excellence of scholarship from BIPOC researchers, artists, and communities.

Science

Robert Cockcroft – “Creation of a new Indigenous astronomy course and further embedding Indigenous perspectives into existing undergraduate science courses”



Colonization has greatly reduced the extent to which Indigenous astronomy knowledge is presently known and shared. Much sky lore has become lost or fragmented, and the connections between stories, night sky observations, and their relevance is not as obvious as it once was. A detrimental spiral has ensued with many Eurocentric-/Western-trained scientists being skeptical even of the existence of Indigenous astronomy and Indigenous communities being reluctant to share sky lore out of fear of being misunderstood, disrespected and dismissed. We plan to further reconciliation through astronomy by building on existing collaborative efforts to create and offer an Indigenous astronomy course that will focus on Canadian and North American Indigenous astronomy. This course will include Indigenous voices in a variety of ways. It will foster an appreciation of both Indigenous astronomy and Eurocentric/Western astronomy through offering complementary perspectives, while acknowledging differences, to deepen the understanding of and respect for both.

Science

Ali Hashemi – “Revisiting the History of Psychology”



As the adage goes, history is written by the victors. While we may commonly attribute this to the victors of wars and battles, it is no less true for the contributions of academics to their respective fields. In this project, we will be revisiting the history of psychology with the purpose of identifying the contributions of historically suppressed and equity-seeking groups in the field of psychology, as well as shed light on the often-discriminatory beliefs and behaviours of the historical figures currently glorified in our curriculum. This project will prioritize the compilation and

dissemination of this information and will contribute to the telling of an unbiased history with respect to the named figures in the study of psychology. The knowledge gained will be transferred as an Open Educational Resource to help provide an equitable representation of the history of psychology to both students and instructors.

Science

Greg Atkinson – “Audit and Remediation of Course Content for AODA Compliance”

Collaborators: Biochem; Biology; Chemistry; Kinesiology; Math and Stats; Interdisciplinary Science; Physics and Astronomy; PNB; Earth Environment Society



This is one of several projects being proposed by the Faculty of Science to provide pooled labour resources to instructors for Accessibility for Ontarians with Disabilities Act (AODA) remediation/support at a Departmental level. -The funds would be used to hire and train a series of temp-casual roles (INT 141) to be embedded within the respective Department(s) for the duration of the term. The INT 141 role will provide all instructors within the Department access to labour support for activities that include remediating PowerPoint slides, Avenue content, or any other student-facing lecture materials that might be AODA non-compliant. The employees will be supported through a Digital Media Specialist Supervisor and an Accessible Digital Media Specialist. They will attend training, periodically submit work for quality assurance review, and keep a log of remediation work completed.

Social Sciences

Larkin Lamarche – “Centring IDEAS in the teaching and learning of a mental health and aging course”

Collaborators: Aly Bailey (Co-A); Lorrie Gallant, Leah Poplestone



In Mental Health and Aging (HLTHAGE 3N03) students critically analyze aging stereotypes about mental health and illness and challenge the (western-knowing dominated) structure that has become our mental healthcare system. This project will enhance the inclusion, accessibility, and diversity of the virtual offering of the course so that what the course achieves in terms of learning objectives is better reflected in the pedagogical approach taken for online delivery and course content. The project will co-develop, with a

former student from the course, a content warning and self- and other-care statements specifically designed for the virtual space, record interviews and presentations on intersectionality and diversity, co-develop with an Indigenous artist and educator a land-based assignment, and pilot the use of Otter.ai as a plug-in technology for live closed captioning during synchronous time. This project will lead to sustainable course enhancements. Learning from the project will be shared with other educators.

Social Sciences

Sandy Preston – “(In)equity, (in)accessibility and social work identities: Resources for students and educators”

Collaborators: Janice Chaplin, Jennie Vengris, Chris Sinding (Co-A); Shaila Kumbhare, Jeff Black, Maddie Brockbank, Renee Hall



Significant barriers to equity and access persist in social work education: students from equity-seeking groups often do not see themselves reflected in the profession, or in social work education (among instructors, or in curricula). This project addresses a less obvious and less well understood barrier: the tension between professional identity development as it is conventionally understood, and the experience and commitments of students from equity-seeking groups and students who are service users. It is a project especially relevant at this time and in the context of remote learning. In collaboration with instructors and students, our team will identify and curate relevant learning resources. We will record interviews with practicing social workers to draw forward their experiences of the project themes to create new resources in accessible formats – including podcasts, that take into account Zoom fatigue, can be integrated with life activities and demands, and align with narrative forms of knowing.

Intersession Learning

Rodrigo Narro Perez – “Amplifying Black and Indigenous Latin American Voices in a Latin American Studies Course”



The proposed project, Amplifying Black and Indigenous Latin American Voices in a Latin American Studies Course, is based on providing a platform to include Black and Indigenous Latin Americans in the INSPIRE 3EL3 course, Latin American/Latinx Pop Culture –Exploring Race, Identity, History and Colonialism. In this project, the course instructor will collaborate with Black and Indigenous Latin Americans to record lectures to be fully integrated as course content. This will allow for issues and topics that will be explored in the class to be discussed and given by Black and Indigenous voice from Latin America and thereby exposing students to the rich and diverse peoples that make up Latin America. The recordings will be made accessible to students in the course with guest lecturers retaining copies of their work for their own uses.